



Vol. 4, No. 3, September 2026, pp. 1439-1449

INTERNATIONAL JOURNAL OF

POST AXIAL

FUTURISTIC TEACHING AND LEARNING

<https://journal.amorfati.id/index.php/postaxial> | ISSN 3025-7549



Implementation of Cybercounseling as a Form of Digital Transformation in Guidance and Counseling Services at MTs Al-Hamidiyah Depok

Maryamah^{1a*}, Akhmad Fajar Prasetya^{2b}, Agus Supriyanto^{3c}, Wahyu Nanda Eka Saputra^{4d}

^{1,2,3,4} Guidance and Counseling, Universitas Ahmad Dahlan, Indonesia

^a2507056012@webmail.uad.ac.id, ^bakh.prasetya@bk.uad.ac.id, ^cagus.supriyanto@bk.uad.ac.id,

^dwahyu.saputra@bk.uad.ac.id

Article History:

Received:

24-07-2026

Revised:

31-08-2026

Accepted:

12-09-2026

Keywords:

Cybercounseling, Digital transformation, Guidance and Counseling, Digital services, Madrasah

*Correspondence Address:

2507056012@webmail.uad.ac.id

Abstract:

Digital transformation in education has broadened the scope of school services, including Guidance and Counseling services. However, studies on digital transformation in madrasah-based Guidance and Counseling services remain limited, particularly those examining cybercounseling as a transformation of service access, service mechanisms, counselor roles, and institutional support. This study aims to analyze the implementation of cybercounseling through the What's Up application as a form of digital transformation in Guidance and Counseling services at MTs Al-Hamidiyah Depok. This study adopted a qualitative case study approach. Data were collected through semi-structured interviews with three students, service documentation, and reflective field notes from the researcher, who also served as the Guidance and Counseling teacher responsible for implementing the service. The Guidance and Counseling teacher was not treated as an interview participant to avoid self-interviewing. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing and verification. The findings show that the What's Up application provides students with more flexible access to counseling communication, particularly for expressing concerns and requesting initial support. Cybercounseling also changes service mechanisms by creating a digital entry point before follow-up counseling is conducted. The Guidance and Counseling teacher plays a central role in managing digital interactions, maintaining confidentiality, determining follow-up actions, and ensuring ethical service delivery. This study concludes that cybercounseling is not merely the use of digital media, but a transformation of Guidance and Counseling services involving technology, counselor competence, service management, ethical responsibility, and institutional support.

This is an open-access article under the [CC-BY-SA](#) license.



Introduction (مقدمة)

Digital transformation has become an important agenda in education because technology is no longer used only to support learning activities, but also to improve educational governance, service delivery, institutional management, and student support systems. In schools, digital transformation requires not only the availability of digital devices and platforms, but also the readiness of human resources, institutional support, user engagement, and continuous evaluation so that technology integration contributes to service quality improvement (Silalahi et al., 2024; Purnomo et al., 2024; Wijaya et al., 2025). In the Indonesian context, this transformation is still accompanied by challenges related to infrastructure readiness, digital competence, and institutional adaptability (Aini et al., 2024).

Digital transformation is also relevant to Guidance and Counseling (GC) services. The development of digital communication has changed students' patterns of interaction and their ways of accessing psychological, personal, social, and academic support. Technology enables GC services to be delivered through digital communication media, online platforms, web-based counseling applications, and technology-based assessments (Susilo, 2022; Miftah et al., 2022). Previous studies have shown that digital media can expand access to counseling services, increase flexibility, and support alternative interventions for students with various personal and academic needs (Soleha et al., 2023; Syifa et al., 2022). However, digital GC services cannot be understood merely as the transfer of face-to-face counseling into online platforms. Their implementation also requires attention to confidentiality, professional ethics, information security, counselor competence, user acceptance, and the quality of counselor-student relationships (Jannah & Marjo, 2022; Ayub & Marjo, 2022; Akgül & Atalan Ergin, 2022; Granić, 2022; Al-Nuaimi & Al-Emran, 2021).

Several studies in Indonesia have discussed the use of technology in Guidance and Counseling services. Susilo (2022) examined online-based media as an alternative for developing GC services, while Miftah et al. (2022) developed a web-based online counseling service application to improve service accessibility. Pratama et al. (2023) explored cybercounseling based on religious values as an alternative approach to supporting adolescent mental health. Meanwhile, Prabawa and Antika (2023) emphasized that cybercounseling remains a developing area in Indonesian GC research and still requires further exploration in terms of context, method, subject, and service setting. Nevertheless, these studies have mostly focused on media utilization, application development, intervention models, or general online counseling practices, rather than examining cybercounseling as part of a broader digital transformation of the school counseling service ecosystem.

International studies also indicate that digital transformation in school counseling involves more than the adoption of technological tools. Greenidge et al. (2023) found that the transition to remote counseling changed service delivery patterns, counselor relationships with stakeholders, and counseling strategies. Golden et al. (2023) showed that school counselors' intention to use online counseling is related to their confidence in technology and educational experiences. Choudhury (2023) further emphasized that adolescents' increasing digital experiences create new challenges for school counselors in integrating technology with conventional counseling approaches. These findings suggest that digital transformation in GC services should be analyzed as a transformation of service systems, professional competencies, ethical practices, and institutional support.

The need for such analysis is particularly important in the context of madrasahs. Studies on digital transformation in madrasahs have generally discussed educational service quality, institutional readiness, innovation, and digital culture (Wijaya et al., 2025). However, digital transformation specifically within Guidance and Counseling services in Madrasah Tsanawiyah has not been comprehensively examined. This creates a research gap in understanding how

cybercounseling changes counseling service processes, counselor readiness, institutional support, and student access within the madrasah context.

Analytically, this study is framed through an integrated perspective of digital transformation in school counseling services. Digital transformation is understood not only as technology adoption, but also as a change in service access, counselor competence, ethical practice, user needs, and institutional governance. This framework allows cybercounseling to be examined as a transformation of the Guidance and Counseling service ecosystem rather than merely as the use of a digital application.

MTs Al-Hamidiyah Depok provides a relevant case because it has implemented a cybercounseling service called What's Up application as part of digital-based Guidance and Counseling services. This application is used as a medium for students in grades VII, VIII, and IX to submit personal concerns, request counseling sessions, and communicate with the Guidance and Counseling teacher through a digital platform. The existence of this service indicates that digital transformation in GC services has entered the practical implementation stage. However, the use of digital media alone does not automatically represent comprehensive service transformation. Therefore, further analysis is needed to examine how the What's Up application affects service mechanisms, counselor roles, institutional support, and the sustainability of digital GC services.

Based on this gap, this study aims to analyze the implementation of cybercounseling through the What's Up application as a form of digital transformation in Guidance and Counseling services at MTs Al-Hamidiyah Depok. The novelty of this study lies in its focus on cybercounseling not merely as a digital communication medium, but as an integrated transformation of the GC service ecosystem involving technology utilization, counselor competence, service process changes, institutional support, and student needs in the madrasah context.



Method (منهج)

This study employed a qualitative approach with a case study design. This design was considered appropriate because the study sought to understand in depth how cybercounseling was implemented as part of the digital transformation of Guidance and Counseling (GC) services in a natural madrasah context. In this study, the case was not treated merely as the use of a digital application, but as a service practice involving technology, counselor readiness, institutional support, ethical considerations, and changes in counseling service mechanisms. Referring to Sugiyono (2022), qualitative research enables researchers to explore meanings, experiences, and perspectives from participants who are directly involved in the phenomenon being studied. The case study design was also used because the research focused on a bounded case, namely the implementation of the What's Up application in GC services at MTs Al-Hamidiyah Depok. This is in line with Arikunto (2020), who explains that case studies allow researchers to examine a phenomenon intensively and contextually.

The research was conducted at MTs Al-Hamidiyah Depok, which was selected purposively because the madrasah had implemented the What's Up application as a digital-based medium for Guidance and Counseling services. Data collection was carried out from January to February 2026. The participants were selected using purposive sampling, with the main consideration that they had direct experience in accessing or using cybercounseling services through the What's Up application. The study involved 3 (three) student participants from MTs Al-Hamidiyah Depok who had experience accessing or using cybercounseling services through the What's Up application. The students were selected as key participants because they were service users who could provide information about their experiences, perceptions, and access to digital Guidance

and Counseling services. In this study, the Guidance and Counseling teacher was also the researcher and the practitioner responsible for implementing the cybercounseling service. Therefore, the Guidance and Counseling teacher was not treated as an interview participant in order to avoid self-interviewing. Data related to the role of the Guidance and Counseling teacher were obtained through researcher reflective notes, service documentation, and students' accounts of their experiences in accessing the service.

Data were collected through semi-structured interviews with three students, documentation, and reflective field notes. Semi-structured interviews were used because they provided sufficient structure to keep the discussion aligned with the research focus, while also allowing participants to explain their experiences in their own words. Each interview lasted approximately 60 minutes and was conducted face to face based on the availability of the participants. The interview procedure began with an explanation of the research objectives, followed by questions about students' experiences in using the What's Up application, access to Guidance and Counseling services, perceived ease of communication, confidentiality, service responses, benefits, challenges, and suggestions for further service development. Documentation was used to support and clarify the interview data, including service-related documents, school policy information, and records related to the implementation of digital GC services at MTs Al-Hamidiyah Depok.

Ethical considerations were applied throughout the research process. Before the interviews were conducted, participants were informed about the purpose of the study, the voluntary nature of their participation, and the use of the data for academic purposes. The researcher obtained written informed consent from the participants. To protect confidentiality, participants' personal identities were not disclosed in the presentation of findings. The researcher also avoided presenting information that could directly identify individual participants, especially in relation to counseling practices and institutional decision-making. All data were interpreted carefully to ensure that participants' statements were not taken out of context.

In this study, the researcher served as the main research instrument, supported by a semi-structured interview guide. Because the researcher was also the Guidance and Counseling teacher who implemented the cybercounseling service, reflexive field notes were used to document the researcher's observations, decisions, and reflections during the service implementation. This reflexive process was used to reduce potential bias arising from the researcher's dual role as practitioner and researcher. The interview guide was developed based on the main aspects of digital transformation in Guidance and Counseling services, including technology utilization, changes in service mechanisms, GC teacher readiness, institutional support, ethical considerations, and service sustainability. The use of an interview guide helped the researcher maintain consistency across interviews while still allowing new and relevant information to emerge during the data collection process.

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing and verification. In the data condensation stage, student interview results, documentation, and reflective field notes were read repeatedly to identify meaningful statements related to the research focus. These statements were then coded according to recurring issues, such as students' use of the What's Up application, changes in communication patterns, access to counseling services, perceived service responses, confidentiality, comfort in using digital media, and challenges in service sustainability. Similar codes were grouped into categories, and these categories were then developed into broader themes. The main themes generated from the data included: implementation of cybercounseling through the What's Up application, changes in GC service processes, the role and readiness of the Guidance and Counseling teacher, institutional support, ethical considerations, and sustainability challenges.

In the data display stage, the coded and categorized data were organized into narrative descriptions to show patterns, relationships, and differences across participants' responses. This stage helped the researcher connect the empirical findings with the research objectives and relevant literature. In the conclusion drawing and verification stage, the emerging themes were interpreted to explain how cybercounseling functioned as part of the digital transformation of GC services at MTs Al-Hamidiyah Depok. The conclusions were not drawn from a single statement, but from repeated patterns found across interview data and supported by documentation.

To ensure data credibility, this study used methodological triangulation by comparing student interview data, service documentation, and researcher reflective field notes. The comparison was conducted to examine the consistency of information regarding students' access to the What's Up application, changes in counseling communication, perceived benefits, confidentiality, and service challenges. Reflexivity was also applied because the researcher was directly involved as the Guidance and Counseling teacher implementing the service. In addition, the researcher reviewed the coding results and theme development process repeatedly to ensure that the final themes accurately reflected the data collected from the participants. The themes were validated by checking their consistency across interview data and supporting documents, so that each theme represented repeated patterns rather than isolated statements.



Result (نتائج) & Discussion (مناقشة)

1. Implementation of Cybercounseling through the What's Up Application

To protect confidentiality and avoid disclosing sensitive counseling-related information, the empirical findings in this section are presented in the form of synthesized interview evidence rather than verbatim quotations. The synthesis was developed from interviews with three students, supported by service documentation and researcher reflective field notes related to the implementation of digital Guidance and Counseling services at MTs Al-Hamidiyah Depok. The findings are presented first as field-based evidence and then discussed analytically in relation to previous studies.

The empirical findings indicate that cybercounseling at MTs Al-Hamidiyah Depok is implemented through the What's Up application as a digital medium for Guidance and Counseling services. Based on student interviews, the application is perceived as an alternative access point for students to communicate their counseling needs, submit personal concerns, and receive initial responses from the Guidance and Counseling teacher. This service is available for students in grades VII, VIII, and IX, and it enables students to access counseling support without depending solely on face-to-face meetings in the counseling room.

As students were directly involved as research participants, their interview data provided important insights into how the What's Up application was experienced as a more accessible channel for initiating counseling communication. The students reported that the application allowed them to communicate concerns or request assistance without first coming directly to the counseling room. This response suggests that the application helped reduce the initial barrier to accessing Guidance and Counseling services, particularly for students who needed a more flexible and less formal way to communicate with the Guidance and Counseling teacher.

The data also show that the What's Up application is not used merely as a communication tool, but as part of a service mechanism. Students may communicate their concerns through the application, after which the Guidance and Counseling teacher provide initial responses, identify the nature of the problem, arrange counseling schedules when necessary, and determine appropriate follow-up services. In this sense, the application functions as an initial entry point

into the GC service system. It allows counseling support to be more accessible while still requiring professional judgment from the Guidance and Counseling teacher in responding to students' needs.

This finding shows that digital transformation in GC services at MTs Al-Hamidiyah Depok does not only involve the adoption of technology, but also changes in the way students access counseling services. Before the implementation of cybercounseling, counseling services were generally associated with direct interaction between students and the Guidance and Counseling teacher. Through the What's Up application, students have an alternative channel to communicate their concerns and request support. This indicates a shift from a service model that relies mainly on physical presence toward a more flexible model that combines digital access and professional follow-up.

This finding is consistent with Richards and Viganó (2013), who explain that technology-based counseling changes service delivery processes, communication patterns between counselors and counselees, and strategies for developing counseling relationships. Miftah et al. (2022) also emphasize that cybercounseling may expand access and improve service flexibility in school counseling. However, the finding of this study adds a more specific contribution by showing how cybercounseling operates in a madrasah context. In this context, the application is not simply a digital tool, but part of a broader service adaptation that must consider students' characteristics, school culture, counselor readiness, and institutional support.

Critically, the implementation of the What's Up application also shows that digital transformation cannot be reduced to technological availability. A digital application may expand access, but the quality of counseling services still depends on the readiness of the Guidance and Counseling teacher, the clarity of service procedures, and the ability of the madrasah to integrate digital counseling into its institutional system. Therefore, cybercounseling should be understood as a transformation of access, communication, and service management rather than merely as the use of an online platform.

2. Changes in Service Processes and the Role of The Guidance and Counseling teacher

The empirical findings indicate that the implementation of the What's Up application has changed the communication pattern between students and the Guidance and Counseling teacher. Based on interview data, students are no longer required to initiate counseling only through direct meetings in the counseling room. They can first communicate their concerns through the application before receiving further responses or scheduled counseling support. This change makes the service process more flexible because the initial stage of counseling communication can occur through digital media.

The findings also show that the use of the What's Up application does not replace the role of the Guidance and Counseling teacher. Instead, it strengthens the need for the Guidance and Counseling teacher to act as managers of digital counseling communication. The Guidance and Counseling teacher remain responsible for understanding students' problems, providing appropriate responses, deciding whether a case requires further counseling, and maintaining the quality of the counseling relationship. Thus, technology functions as a supporting medium, while professional counseling competence remains the central element of the service.

From the empirical data, the role of the Guidance and Counseling teacher can be understood in three main ways. First, the Guidance and Counseling teacher act as service facilitators who help students access counseling support through the application. Second, they act as professional responders who interpret students' messages and determine suitable follow-up actions. Third, they act as ethical guardians who ensure that digital communication remains

consistent with counseling principles, particularly confidentiality, professional boundaries, and responsibility in handling students' concerns.

These findings extend previous studies on counselor readiness in digital counseling. Akgül and Atalan Ergin (2022) and Golden et al. (2023) show that counselors' attitudes, digital self-efficacy, and confidence in technology influence their readiness to implement online counseling. In the context of MTs Al-Hamidiyah Depok, counselor readiness is not only technical readiness to use an application. It also includes the ability to maintain empathy, interpret students' problems carefully, provides appropriate responses, protect confidentiality, and decide when digital communication needs to be continued through direct counseling.

This finding also supports Jannah and Marjo (2022) and Ayub and Marjo (2022), who emphasize that digital or virtual counseling must remain guided by professional ethics. Nevertheless, the findings of this study provides a critical addition: ethical responsibility in madrasah-based cybercounseling is not only an individual responsibility of the Guidance and Counseling teacher, but also an institutional matter. The madrasah needs to provides clear service procedures regarding service time, documentation, confidentiality, follow-up mechanisms, and boundaries of digital interaction between students and the Guidance and Counseling teacher.

Therefore, the What's Up application should not be positioned as a replacement for face-to-face counseling. Rather, it should be understood as a complementary service that expands access and supports early communication between students and the Guidance and Counseling teacher. For cases requiring deeper understanding, emotional observation, or more intensive intervention, direct counseling remains necessary. This distinction is important so that digital transformation does not weaken the quality of counseling relationships, but strengthens the overall service system.

3. Institutional Support, Practical Implications, and Service Limitations

The empirical findings further indicate that the implementation of cybercounseling through the What's Up application is supported by the institutional role of MTs Al-Hamidiyah Depok. Based on service documentation and researcher reflective notes, institutional support is reflected in the acceptance of digital-based Guidance and Counseling service innovation, the availability of supporting facilities, and efforts to develop a digital service culture within the madrasah environment. This support is important because digital transformation in education cannot rely only on individual initiatives from the Guidance and Counseling teacher.

The role of the head of the madrasah is strategic in ensuring that the What's Up application is not treated as an informal communication channel, but as part of the madrasah's service innovation. Institutional support allows the Guidance and Counseling teacher to use digital media more confidently and provides legitimacy for the development of technology-based counseling services. This finding is in line with Purnomo et al. (2024), who explain that digital transformation in schools requires leadership support, organizational culture change, and management capacity in integrating technology into educational service systems.

The specific contribution of this study lies in showing that cybercounseling in a madrasah context is shaped by the interaction between technology, counselor professionalism, and institutional support. Previous studies have discussed online counseling in terms of media use, counselor competence, and service accessibility. This study adds that, in the madrasah context, cybercounseling also requires institutional legitimacy and alignment with school culture. The What's Up application becomes meaningful when it is accepted as part of the GC service ecosystem and supported by clear procedures, professional readiness, and school-level commitment.

Practically, the findings imply that madrasahs need to develop more structured

cybercounseling management. First, standard operating procedures are needed to regulate how students access services, how the Guidance and Counseling teacher respond to students' messages, and how follow-up counseling is arranged. Second, service documentation needs to be strengthened so that counseling records are not fragmented or dependent only on individual teachers. Third, the Guidance and Counseling teacher' digital competence should be developed continuously, not only in terms of technical skills, but also in relation to ethical communication, confidentiality, and digital counseling boundaries. Fourth, the madrasah needs to conduct regular evaluation of students' needs so that cybercounseling remains relevant to students' personal, social, academic, and developmental conditions.

At the same time, the use of the What's Up application has several limitations. First, digital counseling depends on students' access to devices, internet connectivity, and their ability to communicate through digital media. Second, digital communication may not fully capture non-verbal expressions, emotional intensity, or complex psychological conditions. Third, counseling through digital applications requires stronger confidentiality procedures because students' personal information may be communicated through digital channels. Fourth, service time and communication boundaries must be clearly regulated so that flexibility does not create unclear expectations between students and The Guidance and Counseling teacher.

Another practical issue emerging from the implementation of the What's Up application is the potential increase in the Guidance and Counseling teacher' workload. Digital access may create expectations for faster responses, more frequent communication, and additional documentation outside conventional counseling schedules. Therefore, cybercounseling requires clear service hours, response procedures, case documentation, and referral mechanisms so that flexibility does not blur professional boundaries or overburden the Guidance and Counseling teacher.

These limitations indicate that the What's Up application should be developed as a complementary and integrated part of GC services, not as a complete substitute for direct counseling. Its strongest function lies in expanding access, facilitating early communication, and helping the Guidance and Counseling teacher identify students' needs more quickly. However, the sustainability of the service depends on institutional governance, ethical safeguards, counselor competence, and continuous evaluation. Therefore, digital transformation in GC services at MTs Al-Hamidiyah Depok should be understood as a gradual process of integrating technology, human resources, service mechanisms, and institutional commitment.

Overall, the implementation of cybercounseling through the What's Up application demonstrates that digital transformation in Guidance and Counseling services involves more than the adoption of digital media. It changes how students access support, how the Guidance and Counseling teacher manage counseling communication, and how the madrasah organizes service innovation. The contribution of this study is to show that madrasah-based cybercounseling requires a balance between accessibility, professional ethics, institutional support, and service sustainability.



Conclusion (خاتمة)

This study concludes that the implementation of cybercounseling at MTs Al-Hamidiyah Depok represents a form of digital transformation in Guidance and Counseling services through the use of the What's Up application. In relation to the research objectives, the findings show that the application functions as an alternative access point for students to communicate their counseling needs, submit personal concerns, and receive initial responses from the Guidance and Counseling teacher. The implementation of this service has changed counseling access and

communication patterns by making the initial interaction between students and counselors more flexible, while still requiring professional follow-up through direct or further counseling services when needed.

The specific novelty of this study lies in its finding that cybercounseling in the madrasah context is not merely a matter of using a digital application. Rather, it represents a transformation of the Guidance and Counseling service ecosystem involving technology, counselor competence, service mechanisms, ethical responsibility, and institutional support. At MTs Al-Hamidiyah Depok, the What's Up application becomes meaningful because it is supported by the active role of the Guidance and Counseling teacher in managing student communication, maintaining confidentiality, determining follow-up services, and preserving professional counseling principles. Institutional support from the madrasah also contributes to the sustainability of the service through policy encouragement, technological facilities, and the development of a digital service culture.

Practically, the findings imply that madrasahs need to develop more structured cybercounseling management, including standard operating procedures, service documentation, clear communication boundaries, confidentiality protection, and regular evaluation of students' needs. Therefore, madrasahs need to strengthen cybercounseling policies through clear standard operating procedures, continuous digital competence training for the Guidance and Counseling teacher, and institutional support that ensures confidentiality, service documentation, and sustainable evaluation. Cybercounseling through the What's Up application should be positioned as a complementary service that expands access and supports early communication, not as a replacement for face-to-face counseling. Future research is recommended to involve students' perspectives as service users and to examine the effectiveness of cybercounseling in supporting students' personal, social, and academic development in madrasah settings.

Acknowledgment (شكر وتقدير)

The authors would like to express their gratitude to the Head of MTs Al-Hamidiyah Depok for granting permission and providing support for the implementation of this research. The authors also extend their appreciation to MTs Al-Hamidiyah Depok for facilitating the research process and to the students who participated in this study and provided valuable information during data collection. The authors also thank Universitas Ahmad Dahlan for the academic support provided throughout this study.



Bibliography (مراجع)

- Aini, Q., Kurniawan, A., & Sulistiyowati, T. B. (2024). Digital transformation: Best practices of educational platform in Indonesia. *Jurnal Transformativ*, 10(1), 42-59. <https://doi.org/10.21776/ub.transformativ.2024.010.01.3>
- Akgül, G., & Atalan Ergin, D. (2022). School counselors' attitudes toward online counseling services during the COVID-19 pandemic: The roles of resilience and digital self-efficacy. *Psychology in the Schools*, 59(9), 1817-1833. <https://doi.org/10.1002/pits.22716>
- Al-Nuaimi, M. N., & Al-Emran, M. (2021). Learning management systems and technology acceptance models: A systematic review. *Education and Information Technologies*, 26, 5499-5533. <https://doi.org/10.1007/s10639-021-10511-3>
- Arikunto, S. (2020). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.

- Ayub, M., & Marjo, H. K. (2022). Etika profesi konselor dalam pelaksanaan layanan konseling online abad 21. *Jurnal Pendidikan dan Konseling*, 4(6), 9594–9600. <https://doi.org/10.31004/jpdk.v4i6.9594>
- Choudhury, T. (2023). Digital experiences of children and adolescents: New challenges for school counsellors. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22821>
- Golden, M., Bledsoe, K. G., & Frazier, W. (2023). Predictors of school counselors' intent to use online counseling. *Journal of Technology in Counselor Education and Supervision*, 3(2). <https://doi.org/10.61888/2692-4129.1019>
- Granić, A. (2022). Educational technology adoption: A systematic review. *Education and Information Technologies*, 27, 1275–1300. <https://doi.org/10.1007/s10639-022-10951-7>
- Greenidge, T., Smith-Adcock, S., Cakmakci, H., & Su, Y. W. (2023). A transcendental phenomenology of school counselors' lived experiences transforming remote counseling services during the COVID-19 pandemic. *Professional School Counseling*. <https://doi.org/10.1177/2156759X231161524>
- Jannah, R., & Marjo, H. K. (2022). Etika profesi konselor dalam layanan bimbingan konseling virtual. *Jurnal Paedagogy*, 9(1), 1–7. <https://doi.org/10.33394/jp.v9i1.4556>
- Miftah, A., Aryani, F., Arnidah, A., Anas, M., & Saman, A. (2022). Developing a web-based online counseling service application. *Jurnal Psikologi Pendidikan dan Konseling*, 8(1). <https://doi.org/10.26858/jppk.v8i1.26711>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Prabawa, A. F., & Antika, E. R. (2023). The guidance and counseling research trends in Indonesia: Where does cybercounseling stand? *Konselor*, 12(3), 1–12. <https://doi.org/10.24036/0202312311-0-86>
- Pratama, B. D., Rahman, A., & Hidayah, N. (2023). Cyber counseling berbasis nilai agama sebagai upaya mengembangkan kesehatan mental remaja di era VUCA. *Edu Consilium: Jurnal Bimbingan dan Konseling Pendidikan Islam*, 4(2). <https://doi.org/10.19105/ec.v4i2.9760>
- Purnomo, E. N., Imron, A., Wiyono, B. B., Sobri, A. Y., & Dami, Z. A. (2024). Transformation of digital-based school culture: Implications of change management on virtual learning environment integration. *Cogent Education*. <https://doi.org/10.1080/2331186X.2024.2303562>
- Richards, D., & Viganó, N. (2013). Online Counseling: A Narrative and Critical Review of the Literature. *Journal of Clinical Psychology*, 69(9), 994–1011. <https://doi.org/10.1002/jclp.21974>
- Silalahi, J. W. P., Hidayat, D., & Nathali, C. (2024). Digital transformation in education to foster personalized learning: Strategies and challenges in implementing technology-based learning. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(11), 12858–12865. <https://doi.org/10.54371/jiip.v7i11.6198>
- Soleha, S. N., Hartini, & Rizal, S. (2023). Peran media dan teknologi dalam layanan bimbingan dan konseling. *Taujih: Jurnal Pendidikan Islam*, 6(2). <https://doi.org/10.22373/taujih.v6i2.21687>
- Sugiyono. (2022). *Metode penelitian kualitatif*. Bandung: Alfabeta.
- Susilo, A. T. (2022). Smart media: Alternatif pelayanan bimbingan dan konseling berbasis online. *Indonesian Journal of Guidance and Counseling*, 11(1), 99–112. <https://doi.org/10.15294/ijgc.v11i1.58081>

- Syifa, L., Mulawarman, & Sunawan. (2022). Reducing academic stress using online counseling based on acceptance and commitment therapy. *Jurnal Bimbingan Konseling*, 11(2), 1–8. <https://doi.org/10.15294/jubk.v11i2.59142>
- Wijaya, R. P., Komarudin, & Badrujaman, A. (2025). Digital transformation of education in Indonesia: A conceptual framework for evaluation. *Jurnal Educative: Journal of Educational Studies*, 10(2). <https://doi.org/10.30983/educative.v10i2.10157>
- Zhao, Y., Pinto Llorente, A. M., & Sánchez Gómez, M. C. (2023). Digital transformation in education: A systematic review of emerging trends and challenges. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-023-11718-y>